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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | |
| Subject: MATH | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): Week 1** | | |
| **Content :**  Common Core Standards & Essential Standards | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | **Can Statements /Learning Targets** (I can……..)   * I can count, read, and write to 120. * I can show quantity with numbers. * I can write the number for a given number of objects to 120. | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why is there a sequence in counting?  What are different ways to count?  How is math relevant to me? | | | | | **Standard for Mathematical Practice:**  1. Make sense and preserve in solving problems.  2. Reasons abstractly and quantitatively.  3. Constructs viable arguments and critiques the reasoning of others.  **4. Models with mathematics.**  **5. Use appropriate tools strategically.**  **6. Attend to precision.**  7. Looks for and makes use of structure.  8. Looks for and expresses regularity in repeated reasoning. | | | |
| **Technology Connection (Smartboard):**  <http://www.ixl.com/math/grade-1/counting-up-to-100>  (This website is free in the beginning, but will eventually require a subscription.)  <http://www.mathplayground.com>  <http://www.softschools.com/counting/> | | | |
| **Vocabulary:**  Academic/Content | Arrange, count, group, represent, number, number line, ten frames, tens, ones, digit whole hundred | | | | | **Literature Connection:**  Every Buddy Counts by Stuart J. Murphy  Ten, Nine, Eight by Molly Bang  Fish Eyes: A Book You Can Count On by Lois Ehlert  Feast for 10 by Cathryn Falwell | | | |
| **Materials Needed:** | Monday   * Transparency/Cardstock-“*Ten Frame Flashes”*   Cardstock- *“Ten Frame Mats”, “Number Cards 1-30”, “Number Lines”* *(prepare before lesson- Week by Week Essentials)*  *Teacher Note: Number Cards are in groups of 30. As students represent larger numbers add on additional copies to make room for larger representations.*   * White boards and markers * Unifix/Snap Cubes * Math About Me (packet for each student) (Teacher should complete a model prior to Monday.) * Number Splash Journal Prompt (one for each student) | | | | |  | | | |
| **Center Rotation Activities**  **(Teacher will model routines for center rotations. Full center rotations will begin in the third week of school.)** | **Math with Teacher**  Teacher/TA works with guided math group on skill(s) for the week. | **Math Fluency**  Students will read books about math. Choose from the list above or use books connected to the review skills for the week. | | | | **Technology**  <http://www.softschools.com/math/hundreds_chart/missing_numbers_game/>  This is an online timed game allowing students to count the number of objects seen. | | | **Writing About Math**  In collaborative groups, students will complete *Number Splash Journal Prompt.* |
| **Monday**  **Subject Integration:** | **Whole Group**    Getting to Know You Activities   * Math About Me   Students will complete all about me activity highlighting each individual child’s name, birthday, family, etc. | | | **Independent Work** | | | | **Assessment (formative/summative)**  Observation:  Are they able to read the numerals?  What counting strategies do they use?  Are they able to keep track of the items they have counted?  Do students represent a number of objects with the matching written numeral consistently? | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  **Let’s Count**  ***Activity: Connection between Numerals and Sets***  *Note: Today’s focus is on reminding students of the structures and routines they used to count groups of objects in kindergarten and building on that work to count larger groups.*   1. Review recognizing quantities by showing students ten frame flashes (using ten frame cards). Show the chosen set for 1 second. Afterwards hide the set, and ask students to identify how many dots they saw. Ask them questions such as how they knew, how they saw it (ex: a group of 2 and 3 makes 5, etc.), etc. Also ask students what number you would write to represent the set. If desired have a student leader record the number on a white board or class chart. Continue for a few more sets.   *Teacher Note: Continue to review vocabulary such as group, arrange, count all, total, etc.*   1. Tell students that now you will show them a number card. Choose a card that represents a set greater than 20. Have students identify the number. *What if I drew a picture to match this number? What would that look like?* Have a class discussion about the materials available, ex*: How could I use the snap cubes to make a matching set?* At their tables, have students practice creating sets to match the given number and then counting to make sure they have the given amount. Repeat a few additional times. After the last number have students leave their cubes out and come and join you for a group discussion. | | | **Independent Work** | | | | **Assessment (formative/summative)**  Observation:  Are they able to read the numerals?  What counting strategies do they use?  Are they able to keep track of the items they have counted?  Do students represent a number of objects with the matching written numeral consistently? | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  ***Activity: Representing Larger Sets***   1. Using the same number from previous day; represent it with objects in a scattered arrangement. Have students help you count the group (*Teacher note: if needed review counting procedures).* Ask students if there is a way to organize the groups to make it easier to count? Guide the discussion to using ten frames to help us organize our counting. *Teacher Note: As needed, review how to use the ten frame.* 2. Distribute, *“Ten Frame Number Mats”.* Ask them to move their cubes into the ten frames. Afterwards ask students to discuss what they notice. *(Do you have the same amount? How does the ten frame help?, etc.)* Afterwards have students write the number on the white boards to match the set, answering the question how many.      1. Distribute Cardstock, *“Numbers Cards 1-30”* sets to student pairs. Have them mix up the cards, choose one number and each partner pick a different way to represent the number with cubes and/or ten frames. Give students 10 minutes to practice reading and representing different numbers. | | | **Independent Work** | | | | **Assessment (formative/summative)**  Observation:  Are they able to read the numerals?  What counting strategies do they use?  Are they able to keep track of the items they have counted?  Do students represent a number of objects with the matching written numeral consistently? | |
| **Thursday**  **Subject Integration:** | ***Activity: Introducing Daily Routines***  *After practicing with the number lines, introduce students to the following daily routines. For the first few days, the teacher models each routine, gradually releasing responsibility to a student leader.*  ***1. Ten Frames***  Introduce the Ten Frame Daily Routine (*Teacher Note: for step by step information see Daily Routines)*.  Show students for each day of school we will add 1 dot to the ten frames. Each day ask students questions about the relationships they see (how many more to make a ten? How many groups of ten? How many ones, etc.)  ***2. Number Splash***  Introduce the Number Splash Routine (*Teacher Note: for step by step information see Daily Routines).*  Refer back to one of the numbers used at the beginning of the lesson. Write this number in the middle of a class chart. Ask students how they would represent that number with a picture, ten frames, a number line, etc. For the first few days have a teacher record on a class chart (or use the attached sheet). Afterwards a student leader can be responsible for daily routines.  3.If time permits, or as a review at a later time, students can complete the included math journal prompt for a different number. | | | **Independent Work** | | | | **Assessment (formative/summative)**  Observation:  Are they able to read the numerals?  What counting strategies do they use?  Are they able to keep track of the items they have counted?  Do students represent a number of objects with the matching written numeral consistently? | |
| **Friday**  **Subject Integration:** | Students will be put in cooperative groups to review skills taught during the week.  Review Lesson:  Put students in 4-5 cooperative groups. Place an activity from the week in each group. Rotate students through review activities while assessing. | | | **Independent Work** | | | | **Assessment(formative/summative)**  Teacher will pull assessment materials from:  <http://commoncoretasks.ncdpi.wikispaces.net/home> | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |